

A transition to Language Coach

Interview with Angel Moronta-Martinez, teacher of Spanish and English as Foreign Languages, Venezuela / USA



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Can you describe your professional career before taking the language coaching certification (LCC)?

Before taking the LCC, I was (and still am) a teacher of Spanish and English as Foreign Languages. I teach Spanish at a public School in South Carolina and English online to adults as a freelance instructor.

How did you find the course?

It was an enriching experience from the beginning to the end. It significantly expanded my perspective of what teaching needs to be given the current needs around the world as well as the emergence of continuous emergence of technology developments for educational purposes. It was also a great opportunity to confirm the broad idea I always had that it is possible to connect different disciplines for the benefit of learning in a way our students don't feel it is an obligation but a benefit for them.

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Which highlights or insights did you gain from the LCC?

- 1. Breaking down a language as a road map to follow: this caught my attention as a very direct though powerful approach to visually organize a whole language for pedagogic purposes.*
- 2. Mechanical and Mastery goals: I feel these two components of LCC are the building blocks of learning as a solid structure for coaches and students to generate confidence and understanding in the path to learning. In addition, learning about the brain and the neuroscience was very enlightening.*

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What was the immediate impact on your way of teaching after taking the course?

I immediately suggested my current students to approach the classes differently using LCC, and now I can clearly see something I’ve always tried to attain but failed miserably: to keep the student calm and focused. I see my coachees less distracted and more positive about their own learning and the way they see themselves as learners.

Were there any impacts on your personal life during or after the course?

I definitely feel quieter, more focused and aware of the potential our brains have and the need to take care of it no matter what goes around. I also feel that sharing what I’ve learned with my wife have impacted her and our family positively as we together recognize how she can improve her experience out of our own country and her use of English as a second language.

How would you describe your professional development after the course?

I am more comfortable presenting myself as a teacher of Spanish and English as a language coach now knowing what goes on in our brains and how to use it for the benefit of my students and myself. I have been preparing myself to present the services through my own blog/web page and I am currently working actively with a couple of students using Neurolanguage Coaching®.

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How has the course changed the way you deliver a language course?

In general, I redefined my approach to course planning from the perspective of “breaking down the language” based on my teaching context. I allow my students take more time in their own language discovery. Even though there is always a syllabus, curriculum or pacing guide to use as a reference, I feel free to let them take time by asking more about a particular element making sure they know what we are doing, reassuring them frequently specially when noticing they are feeling tense or blocked, and allowing them to decide about next steps when I see significant improvements or when their own needs must be considered to tap into their potential.

Were there any impacts on your learners?

They definitely feel more comfortable learning and challenging themselves to use the language in context: at work or with their “foreign language” family. They are also aware that learning a language (and anything they’d like to learn) implies a brain preparation which they now remember even outside the classes.

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